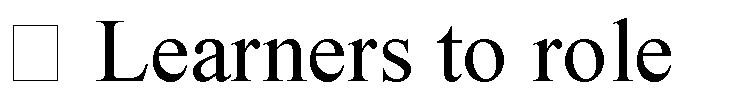
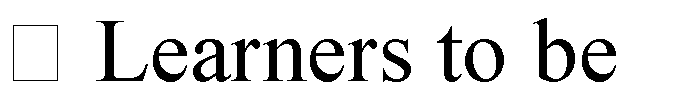
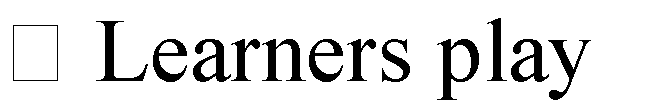
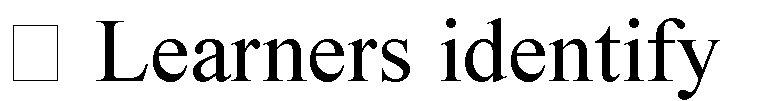
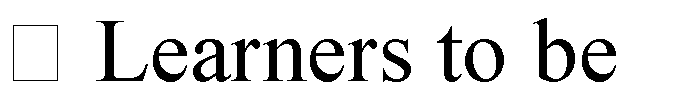
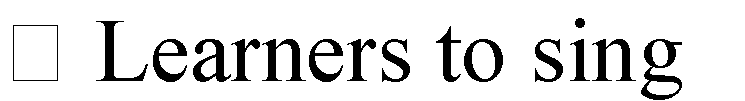
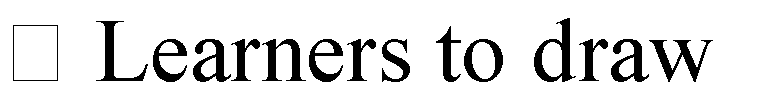
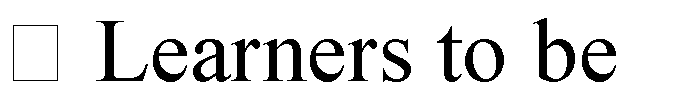
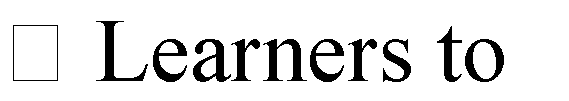
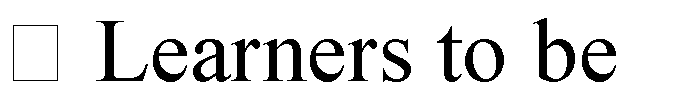
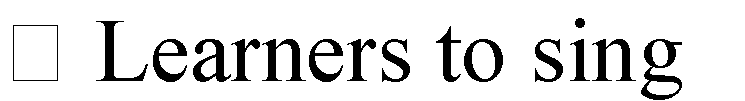
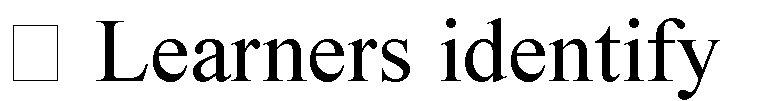
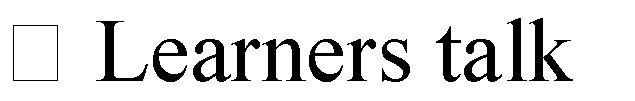
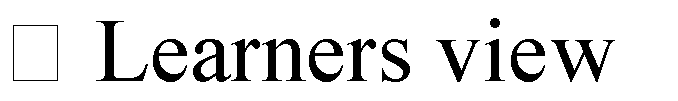
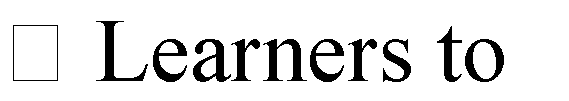
**PP2 ENVIRONMENTAL ACTIVITIES SCHEME OF WORK TERM ONE**



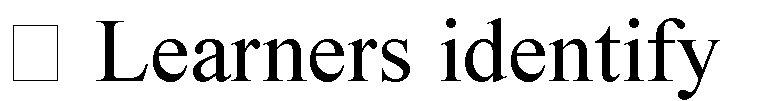
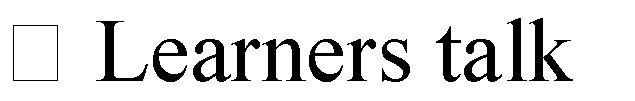
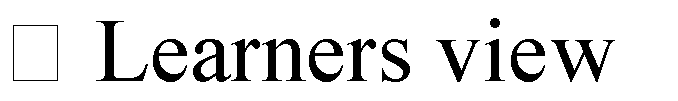
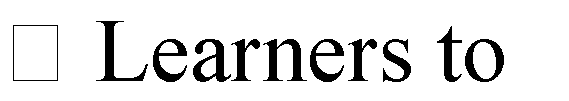
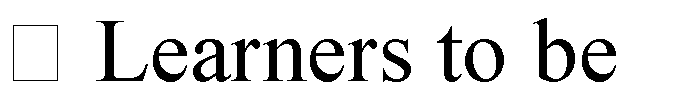
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| **W**  **E E K** | **LE**  **SS O N** | **STRANDS** | **S-**  **STRAND** | **SPECIFIC LEARNING**  **OUTCOMES** | **KEY INQURY**  **QUESTIONS** | **CORE COMPETENCE** | **VALUES** | **LEARNING**  **EXPERIENCES** | **LEARNING**  **RESOURCE S** | **ASSESSM**  **ENT** | **REFL** |
| **1** | **1** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1-**  **5** | **SOCIAL**  **ENVIRO NMENT** | Myself | By the end of the sub-  strand, the learner should be able to; a) talk about body  parts (head, ears, eyes,  mouth, hand,) for self- awareness,  b) Tell the uses of ears, nose mouth and  eyes. for self- awareness,  c) Appreciate one’s  body parts for self-  esteem. | What are the parts of your body?  2. What are the uses of your body parts | Communication  and collaboration | Love  Respect Unity Peace Patience  Responsibility | Learners sing songs and say poems on body parts  different parts of the body from a chart  different games on body parts  uses of different body parts  and model parts of the body | Realia  Charts pictures | **1.Observ**  **ation**  **2.Oral questions** |  |
| 3 | 1-  5 |  | Our  School | By the end of the sub- strand, the learner should be able to;  a) talk about work done by different people in the school b) participate in  developing classroom rule (Dos and Don’ts) for interpersonal relationships  c) appreciate the school community for harmonious living | Who are the people found at school?  2. What work is done by people at school?  3. How do we come up with rules and guidelines?  4. What are the  dos and don’ts in | Communication and  collaboration  Critical thinking and problem solving  Self efficacy  Imaginative and creative | Love  Respect  Unity Peace Patience  Responsibility | Learners to name people found at school eg teachers, watchman, driver etc  taken round the school identifying the people by the work they do  mention the work done by people in school | Realia Charts pictures | **.Observat**  **ion**  **2.Oral questions** |  |



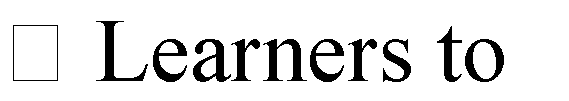
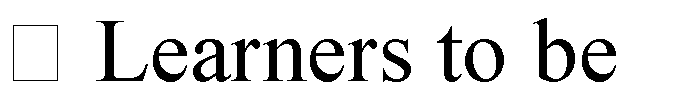
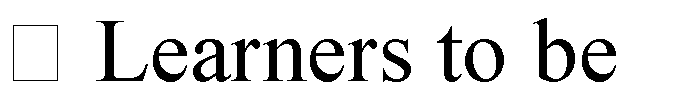
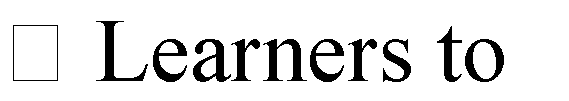
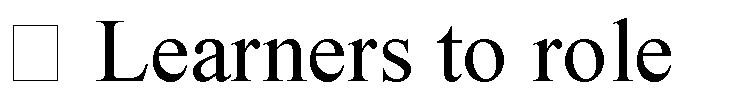
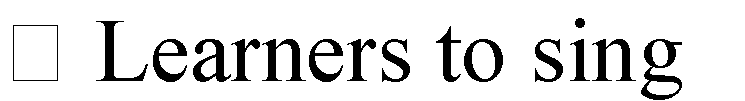
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|  |  |  |  |  | the class? |  |  | play work done by people at school  guided in coming up with rules and regulations of their class  songs about work done by people in the school  and model people in school |  |  |  |
| 4 | 1-  5 |  | Our  School | By the end of the sub-  strand, the learner should be able to; a) talk about work done by different  people in the school b) participate in developing classroom rule (Dos and Don’ts) for interpersonal relationships  c) appreciate the school community for  harmonious living | Who are the people found at school?  2. What work is done by people at school?  3. How do we come up with rules and guidelines?  4. What are the dos and don’ts in the class? | Communication  and collaboration  Critical thinking and problem solving | Love  Respect Unity Peace Patience  Responsibility | Learners to name people found at school eg teachers, watchman, driver etc  taken round the school identifying the people by the work they do  mention the work done by people in school  play work done by people at school  guided in coming up with rules and regulations of their class  songs about work done by people in the school | Realia  Charts pictures | **.Observat**  **ion**  **2.Oral**  **questions** |  |



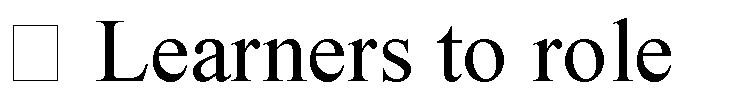
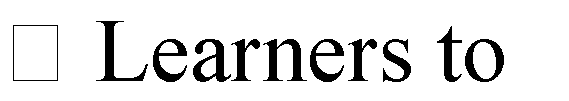
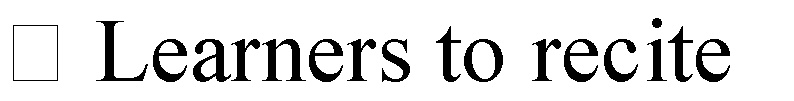
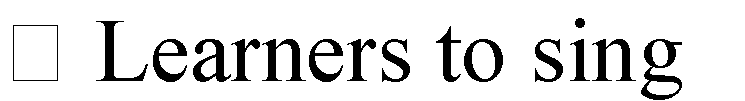
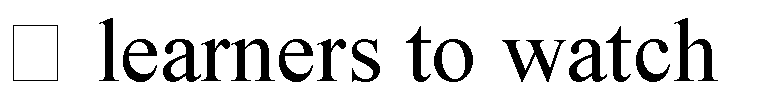
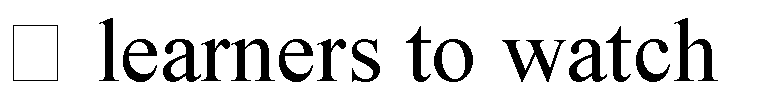
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|  |  |  |  |  |  |  |  | and model people in school |  |  |  |
| 5 | 1-  5 |  | Our  Home  **1.3.1**  **Structure s**  **/building**  **s** | By the end of the sub- strand, the learner should be able to;  a) Name different structures and buildings found at home,  b) Identify different  buildings and structures at home,  c) Talk about the uses of buildings and  structures at home, d) Appreciate buildings and structures | Which are the buildings and structures found at home?  2. What are the uses of different structures and buildings found at home | Communication and  collaboration  Critical thinking and problem solving | Respect  Responsibility | Learners to name different structures and buildings at home  structures found at home in the environmental activities area in the classroom  about uses of buildings and structures at home  videos of buildings and structures at home  observe charts of peoples working, buildings,  structures and tools used at | Realia Charts pictures | Observatio n |  |



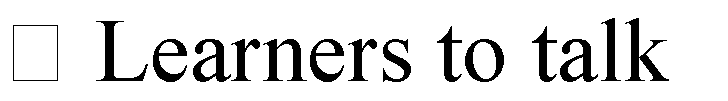
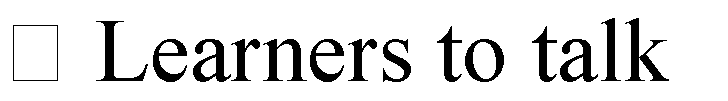
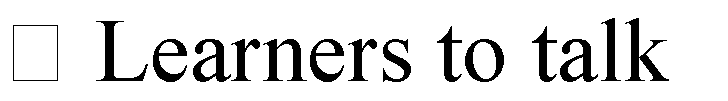
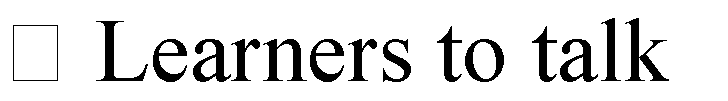
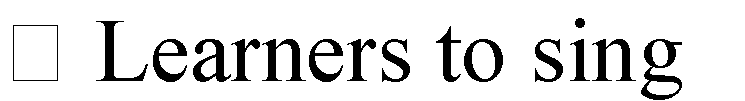
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| 6 | 1-  5 |  | Our  Home  **1.3.1**  **Structur es**  **/building s** | By the end of the sub- strand, the learner should be able to;  a) Name different  structures and buildings found at  home,  b) Identify different buildings and  structures at home,  c) Talk about the uses of buildings and structures at home,  d) Appreciate buildings and structures | Which are the buildings and structures found at home?  2. What are the  uses of different structures and buildings found at home |  |  | Learners to name different structures and buildings at home  structures found at home in the environmental activities area in the classroom  about uses of buildings and structures at home  videos of buildings and structures at home  observe charts of peoples working, buildings,  structures and tools used at | Realia Charts pictures | **.Observat**  **ion**  **2.Oral questions** |  |
| 7 | 1-  5 |  | **People found at home** | By the end of the sub- strand, the learner should be able to;  a) name people found at home for self- awareness,  b) tell the  relationships between people found at home for harmonious living c) talk about people found at home for harmonious living  d) talk about work done by people at  home | 1. Who are the people found at home?  2. What work is done by people at home? | Communication and  collaboration  Self efficacy | Love  Respect  Unity Peace Patience  Responsibility | Learners to be guided in naming people found at home,  guided in establishing the relationship of people found at home  guided in talking about work done by different people at home | Realia Charts pictures | **.Observat**  **ion**  **2.Oral**  **questions** |  |



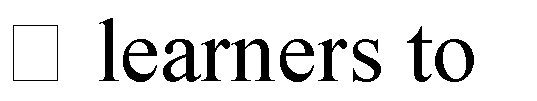
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|  |  |  |  | e) appreciate people found at home and the work they do. |  |  |  | discuss the importance of work done by people at home  play work done by people at home  songs about work done by people at home  watch videos on people working |  |  |  |
| 8 | 1-  5 |  | **People found at**  **home** | By the end of the sub-  strand, the learner  should be able to;  a) name people found at home for self- awareness,  b) tell the relationships between people found at home for harmonious living c) talk about people found at home for harmonious living  d) talk about work done by people at  home  e) appreciate people found at home and the  work they do. | 1. Who are the people found at home?  2. What work is done by people at home? | Communication and collaboration  Self efficacy | Love  Respect Unity Peace Patience  Responsibility | Learners to be guided in naming people found at home,  guided in establishing the relationship of people found at home  guided in talking about work done by different people at home  discuss the importance of work done by people at home  play work done by people at home  songs about work | Realia  Charts pictures | **.Observat**  **ion**  **2.Oral**  **questions** |  |



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|  |  |  |  |  |  |  |  | done by people at home  watch videos on people working |  |  |  |
| 9 | 1-  5 |  | **Interper**  **sonal Relation ship** | By the end of the sub-  strand, the learner should be able to;  a) Identify Courteous words used in day today life  b) Talk about the use of courteous words in day to day life for interpersonal relationship  c) Appreciate the need to use courteous  words  d) Use greetings and respond with actions appropriately  e) Show empathy to the needy | which words do you use to show respect to other people?  2. How do you greet different  people | Communication  and collaboration  Critical thinking and problem solving  Self efficacy | Love  Respect Unity Peace Patience  Responsibility | Learners to be guided to identify courteous words used in their community  practice in groups use of courteous words and greetings  play and dramatize use of courteous words  dramatize sharing play materials and snacks in a courteous way  poems on sharing songs on greetings  at different times of  the day.  a video on interpersonal relationship and respond  facial animations of different emotions | Realia  Charts pictures | **.Observat**  **ion**  **2.Oral questions** |  |
| 1 | 1- |  | Neighbo | By the end of the sub- |  | Communication | Love |  | Realia | **.Observat** |  |

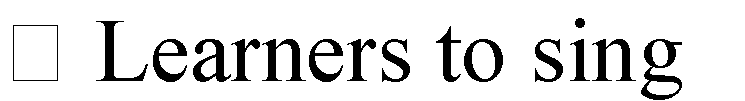
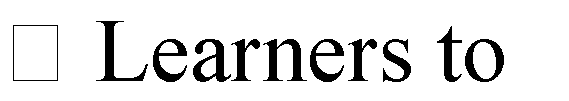
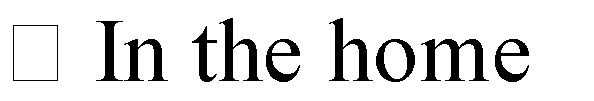
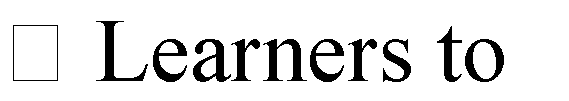


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| 0 | 5 |  | urhood | strand, the learner should be able to; a) identify the  classmates by names  for harmonious living  b) name the classmates as neighbours for interpersonal relationships  c) identify physical features in the | 1. Who is a neighbour?  2. What are the names of my  classmates?  3. What physical features found in your neighbourhood | and collaboration Critical thinking  and problem solving Imaginative and creative | Respect Unity Peace  Patience  Responsibility | Learners listen to a story on the neighbourhood and  answer questions  names of their classmates as immediate neighbours  about friendship about what they can  do to their classmates through guided discussion  songs | Charts pictures | **ion**  **2.Oral**  **questions** |  |
| 1  1 | 1-  5 |  | Neighbo  urhood | By the end of the sub-  strand, the learner should be able to; a) identify the  classmates by names  for harmonious living  b) name the classmates as neighbours for interpersonal relationships  c) identify physical  features in the  neighbourhood for safety and security d) appreciate the classmates as their neighbours | 1. Who is a neighbour?  2. What are the names of my classmates?  3. What physical features found in your neighbourhood | Communication  and collaboration | Love  Respect Unity Peace Patience  Responsibility | Learners listen to a story on the neighbourhood and answer questions  names of their classmates as immediate neighbours  about friendship about what they can  do to their classmates through guided discussion  songs about their  classmates as  neighbours | Realia  Charts pictures | **.Observat**  **ion**  **2.Oral questions** |  |



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|  |  |  |  |  |  |  |  | identify physical features in their neighbourhood eg churches, rivers, hills mountains etc. |  |  |  |
| 1  2 | 1-  5 |  | Dressing | By the end of the sub- strand, the learner should be able to;  a) identify clothes worn at different  times  b) dress and undress appropriately  c) to put on shoes  correctly  d) appreciate one’s  clothes for self-esteem | Which clothes do we wear at different occasions and ceremonies?  2. How do we put on clothes | Communication and collaboration  Critical thinking and problem | Respect  Responsibility | Learners to sort and group clothes worn at different times  and group clothes according to the occasion and ceremony  watch videos on clothes worn at different occasions and ceremony  corner; learner to practice wearing clothes shoes/tying laces and wearing socks  practice putting on clothes(sweater, jackets, shirts,  shoes, shorts, skirts, blouses)  songs, and recite poems about clothes | Realia Charts pictures | **.Observat**  **ion**  **2.Oral questions**  **3.written**  **questions** |  |
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